

Effect of DIR/Floortime Intervention on Adaptive Behavior of a Child with Autism Spectrum Disorder: A Case Study

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Çiğdem ERGÜL



- The quality of parent–child interaction & play
- Play is the primary occupation
- DIR Floortime (*Developmental, Individual difference, and relationship-based*) intervention program on social interaction and adaptive functioning
- Floortime is an intervention approach
- Few published study (1)



Functional and Emotional Developmental Levels (9 levels)

LEVEL 5

Ability to create mental representations

LEVEL 4

Ability to string together many circles of communication and problem solving into a larger pattern

LEVEL 3

Ability to enter into two-way purposeful communication

LEVEL 2

Ability to engage in relationships, including the depth and range of his/her pleasure and warmth

LEVEL 1

Ability to regulate his or her attention and behavior while being interested in the full range of sensations



Functional and Emotional Developmental Levels (9 levels)

LEVEL 9

Reflecting on feelings in a relationship to an internalized sense of self

LEVEL 8

Shades and gradations among different feeling states, the ability to describe degrees of feelings about anger, love, excitement, disappointment

LEVEL 7

Able to explore multiple reasons for a feeling, comparing feelings, and understanding triadic interactions among feeling states

LEVEL 6

Ability to make connections between different internal representations or emotional ideas



Method:

- A four years old boy
- Sensory Profile (SP)
- AAMR Adaptive Behavior Scale (ABS)
- Pre and post of 12-month (2 session/week)



Child:

Throwing objects,

Spitting,

Hitting,

Hyperactive,

Spinning around itself,

Clumsy,

Not being aware of danger,

Easily distracted

- Sensory Profile:

Difficulty with movement, touch and multi-sensory information



Parent: Divorced

- **Mother:**

Turkish

Special education teacher

Prim

At weekdays

- **Father:**

Nigerian

Singer

Flighty

At weekend



Intervention

To child:

Floortime
therapy
(Level 3)

▪ To mother:

Education and
consultation

Weekly meeting

▪ To father:

Home visiting & home
arrangement

Life style design



Results:

- Sensory processing patterns ($p \leq 0.05$)
- Adaptive behaviour ($p \leq 0.05$) positively ($p \leq 0.05$).
- Parent-child interactions and communication skills



Conclusion:

- Child's biological, individual differences and functional emotional developmental capacities
- Following the child's lead at play
- The functional developmental capacities for relating, communicating, and thinking



Thank you...

Once upon a time...

Happy ending 😊



References

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